



Douglas Elementary School

215 S.E. Diggs Road
Trenton, SC 29847

Grades	PK-5 Elementary School	
Enrollment	302 Students	
Principal	Cherya Clark	803-275-1752
Superintendent	Mr. Greg Anderson	803-275-4601
Board Chair	Mr. Brad Covar	803-637-3775

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Below Average	Average
2011	Average	Good
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

96.6%

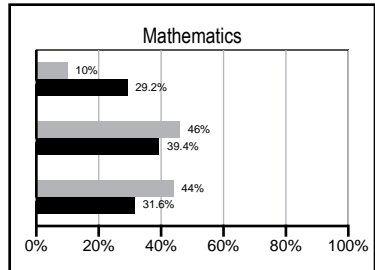
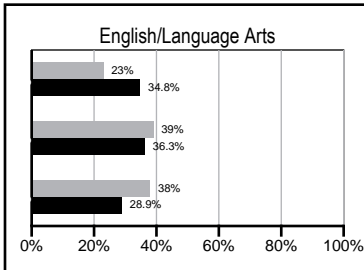
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
9	19	92	16	4

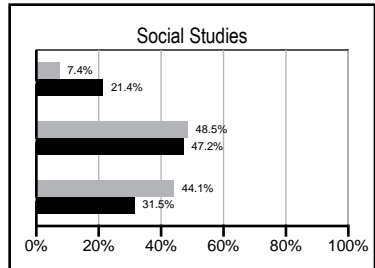
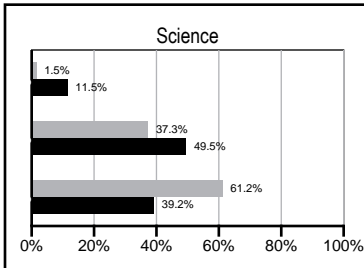
* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)

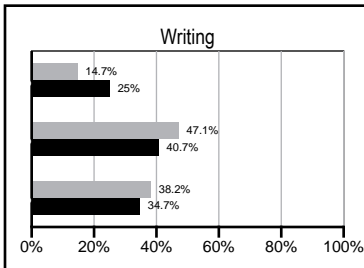
Exemplary
Met
Not Met



Exemplary
Met
Not Met



Exemplary
Met
Not Met



Our school



Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=302)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.8%	Up from 3.6%	1.4%	1.0%
Attendance rate	96.0%	Up from 95.2%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 0.4%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	51.9%	Down from 56.0%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.6%	Up from 88.5%	88.1%	88.7%
Teacher attendance rate	N/R	N/R	94.9%	95.1%
Average teacher salary*	\$43,371	Down 0.6%	\$46,258	\$47,210
Professional development days/teacher	0.1 days	Down from 7.6 days	10.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	11.6 to 1	Down from 12.4 to 1	19.3 to 1	20.0 to 1
Prime instructional time	N/R	N/R	90.0%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,908	Up 2.6%	\$7,349	\$7,247
Percent of expenditures for instruction**	66.3%	Down from 74.6%	67.6%	68.2%
Percent of expenditures for teacher salaries**	65.0%	Down from 69.6%	64.4%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2011-2012 school year was filled with intense learning opportunities for students and staff at Douglas Elementary School. We are a learning community committed to improving teacher quality and student achievement. The school's community designates student achievement as its highest priority while maintaining a safe, productive, and family-oriented environment. South Carolina's Teacher Advancement Program was continued for the second year. This program encourages teachers to grow professionally and offers weekly professional development focused on the needs of teachers and students. Our master teacher introduced instructional strategies, modeled lessons, team taught, and observed teachers to encourage instructional improvements. We have worked to meet the diverse needs of all students to ensure they are getting the best differentiated classroom instruction to prevent students from being left behind.

PASS and MAP data was used to improve student achievement in all subjects. Students were grouped into enrichment groups based on MAP data to receive intensive, small group instruction. Struggling students were referred to the Response to Intervention team to receive individualized interventions aimed at identifying strategies that would make the student more successful. MAP data was also used to group students for math academy based on their RIT scores.

Our students experienced much success throughout the school year, while being exposed to various instructional activities. Students attended a thirty minute, hands-on math academy each morning based on MAP data. We held an after school program that was tailored to meet the instructional needs of all students at Douglas Elementary. The PBIS program was continued to promote and reward positive behavior to avoid losing instructional time. Our accelerated reader program was successful with many students exceeding their goal for the school year. Approximately 98% of our students participated in our Just Say No to Drugs Club. Many students earned and maintained their honor roll status. We participated in writing, math, and Sudoku competitions.

Some highlights of our school include a primary Montessori class and a Lower Elementary Montessori class. During the 2011-2012 school year, we were honored with the Palmetto Silver Award for closing the achievement gap and the Palmetto Silver Award for student achievement. Our community members continue to provide tremendous support for our curricular program. Layman's Nursery provided us with a learning garden and supports our reading program with incentives and readers. PTO provides educational supplies and activities for teachers, students, and parents. The local Sheriff's department presents educational presentations to our students. Authors provide assemblies and book signings. Local farmers bring animals to the school to educate students about various farm animals.

Together we will continue to provide the best educational experience for our students while building positive relationships with the entire school community. We look forward to the 2012-2013 school year to continue serving students, parents, and the community.

Cherya Clark, Principal

Renee Williams, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	26	33	19
Percent satisfied with learning environment	73.1%	97.0%	89.5%
Percent satisfied with social and physical environment	80.8%	90.9%	88.2%
Percent satisfied with school-home relations	57.7%	100.0%	94.4%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	48.8
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Douglas Elementary School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☒ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.7%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.8%	0.0%	No
Student attendance rate	96.0%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	633.8	626.3	589.6	608.2	100.0	97.3
Male	629.6	625.8	590.3	613.2	100.0	95.1
Female	639.5	627.0	588.6	601.4	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	635.1	629.1	591.2	610.7	100.0	97.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	624.4	618.2	580.6	603.1	100.0	96.4
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	47	97.9	32.5	22.5	45	67.5
	4	37	100	33.3	36.4	30.3	66.7
	5	41	100	24.3	51.4	24.3	75.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	42	100	30.6	30.6	38.9	69.4
	4	46	100	31.8	27.3	40.9	68.2
	5	46	100	37.2	41.9	20.9	62.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	47	100	35	35	30	65
	4	37	100	18.2	60.6	21.2	81.8
	5	41	100	18.9	43.2	37.8	81.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	42	97.6	42.9	42.9	14.3	57.1
	4	46	100	40.9	36.4	22.7	59.1
	5	46	95.7	26.8	56.1	17.1	73.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	28	96.4	54.2	12.5	33.3	45.8
	4	35	100	51.6	41.9	6.5	48.4
	5	23	95.7	30	60	10	70
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	23	100	57.9	21.1	21.1	42.1
	4	44	100	52.4	31	16.7	47.6
	5	21	100	45	40	15	55
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	24	95.8	52.4	28.6	19	47.6
	4	37	100	30.3	54.5	15.2	69.7
	5	21	100	20	60	20	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	22	100	40	45	15	60
	4	41	100	41	48.7	10.3	59
	5	26	96.2	33.3	50	16.7	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	41	85.4	38.7	38.7	22.6	61.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	46	80.4	38.2	47.1	14.7	61.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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